

# Correlation between the Achievement of Reading Skill and Writing Skill of English Study Program Students

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## Abstract

This study was conducted to find out whether or not there was a correlation between learning achievement of reading skill and writing skill. This study was a comparative study to determine the relationship between variables that cannot be done experimentally because the independent variables had worked and had an influence on the dependent variable (effect). The subjects of this study were all students of the English Study Program for Semester 1 and 2 Academic Year 2018/2019. They were 80 students who have taken reading courses (Literal Reading and Interpretive Reading) and writing courses (Paragraph Writing and Essay Writing). The data collection method used in this study were observation and documentation. The data obtained was analyzed by using Correlation Test and Significance Test. The result of this study showed that reading skill had a positive relationship with writing skill. The Correlation Coefficient ( $r$ ) or  $r$ -count of the reading skill and writing skill was 0.897. It can be concluded that there was a positive relationship between the students' reading skill and writing skill.

*Keywords: correlation, achievement, reading skill, writing skill*

## Introduction

In learning English as a foreign language, the learners must master the four skills of English namely listening, speaking, reading and writing as well as the three components of English such as grammar, vocabulary and pronunciation. Everything must be mastered well so that mastery of English becomes perfect. Moreover, Lotherington (2004) claims that by mastering these four skills, we will be able to use language as a communication tool.

English competence is determined by the mastery of the four skills as stated above. But, among the four English skills, there is an assumption that reading skill and writing skill have a close relationship. Reading is one of the English skills that is very important to master because by reading we can get information from written messages or texts. Reading is a process that is carried out by readers to get the message that is the writer wants to convey through the written language. Harris and Sipay (in Zuchdi, 2008) state that reading is a meaningful interpretation of written language. The essence of reading is to get the right meaning. Meanwhile, Nurhadi, et.al. (2010) suggests that reading is a complex activity involving various factors that come from the readers both internal and external factors. This statement is in line with Soedarso (2006) which states that reading is a complex activity by directing a large number of separate actions. The readers must understand, observe, and remember when they read the text. Everyone's ability to understand what is read is different. This depends on the vocabulary

possessed, interests, eye reach, speed of interpretation, background of previous experiences, intellectual abilities, familiarity with the ideas being read, the purpose of reading, and the flexibility to regulate speed. Correspondingly, Bonner in Cuero (2008) argues that reading is a complex process. With practice and action, we can develop understanding, so they can begin to understand the story better. We can start by reading longer stories, having deeper meanings, hidden messages, figures of speech, style of language, and even understanding more difficult vocabulary. So, it can be concluded that the activity of reading is related to other language aspects like grammar and vocabulary as well as another language skill like writing. It is in line with Nurgiyantoro (2001) which states that reading skill is defined as the ability to understand information conveyed by other parties through written means.

Meanwhile, writing is considered as a skill that is not as simple as spoken language. Xing (2014) states that writing is a difficult skill for native and non-native speaker alike. Moreover, he claims that writing is a complex process, because the writers must balance multiple issue such as content, organization, purpose, audience, diction, vocabulary, and mechanics. It is also about composition, transcription and review. To be understood by the readers, writing requires some special aspects to convey the message in clear written form. Writing is a communication tool to convey information using certain rules and system. In general, the sense of writing is an activity to send messages from the writer to the reader. Writing is also interpreted as a medium for the writer to share ideas to the reader about what he thinks. So, it can be concluded that writing is a communication tool between writers and readers in written form. As Nurgiyantoro (2011) stated that writing is a productive activity, the activity of producing language and writing is the activity of expressing ideas through language media. The first definition of writing emphasizes activity by using language, while the second definition emphasizes activity of expressing ideas. So, it can be concluded that writing is an activity to express ideas by using written language.

The explanation above gives a little hint that the relationship really exists. According to Graham & Hebert (2010), there is a close relationship between reading and writing, but surprisingly we know very little about the nature of this relationship between reading and writing especially regarding the students' development and achievement of those two skills. From this statement we know that how learning in reading or writing can influence learning in others. Then, how the instructional process for reading relates to the instruction in writing or vice versa. So, the instruction of reading can improve the performance of writing and the instruction of writing can improve the performance of reading. Moreover, Parody (2007) states that reading skill have a close relationship with writing skill but there is still no specific research that proves the close relationship between the two skills. Nevertheless, it is believed that the two skills have a close relationship because both of them have the same aspects and are related to each other.

Based on the background above, the writer conducted a study to find out the correlation between the achievement of reading and writing skill of the students of English Study Program and to know how far the two skills are related to each other.

## Methods

This study was conducted at Politeknik Negeri Jember. The subjects of this study were students of the 1<sup>st</sup> and 2<sup>nd</sup> semester of English Study Program of Politeknik Negeri Jember in Academic Year 2018/2019. In this study, the writer used a quantitative approach. This study was a comparative study to determine the relationship between variables that cannot be done experimentally because the independent variables have worked and had an effect on the dependent variable. This study started from the problem and theoretical basis. From this problem, the hypothesis was formulated. To prove the hypothesis, it was verified by using data or facts through observation and documentation. Facts were collected systematically in accordance with the plan, then it was analyzed and drawn as a conclusion.

The data obtained in this study were secondary data in the form of learning achievement scores of reading skill and writing skill of English Study Program Students. The scores were taken from the academic transcript of English Study Program students. Secondary data were data that were collected, processed, and presented by other parties, which usually already exist in the form of documents.

The subject in this study was all students of the English Study Program of Semester 1 and 2 Academic Year 2018/2019. The total number of the students is 80. The 80 students had taken reading courses (literal reading and interpretive reading and writing courses (paragraph writing and essay writing).

To analyze the data in this study, the writer conducted correlational test first, then ended with significant test. These steps were proposed by Sugiyono (2007) and explained as follows.

### 1. Correlational Test

Correlational test is used to measure the relationship between the value of learning achievement reading skill as x and writing skill as y. The writer used statistical analysis with the product moment correlation formula. The Pearson product moment correlation formula was as follows:

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

n	=	Number of data pairs x and y
$\sum x$	=	Total amount of variable x
$\sum y$	=	Total amount of variable Y
$\sum x^2$	=	Square of the total amount of variable x
$\sum y^2$	=	Square of the total amount of variable y
$\sum xy$	=	Multiplication results of the total number of variable x and y

General guidelines in determining correlation criteria are as follows:

R (Correlation Criteria)

0 = There is no correlation between variable x and variable y

0 - 0.5 = There is a weak correlation between variable x and variable y

- 0.5 - 0.8 = There is a moderate correlation between variable x and variable y
- 0.8 - 1 = There is a strong correlation between variable x and variable y
- 1 = There is a perfect correlation between variable x and variable y

Then, the correlation test was done by using Pearson Product Moment Technique with SPSS 23 version for Windows.

## 2. Significant Test

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

- t = significant correlation coefficient score
- r = product moment correlation coefficient
- n = number of samples or data

Then, the significant test was done by using Pearson Product Moment Technique with SPSS 23 version for Windows.

The statistical hypothesis in this study will be tested by the formula:

- Ho:  $p = 0$
- Ha:  $p \neq 0$

- Ho = null hypothesis
- Ha = alternative hypothesis
- p = correlation value in the correlated hypothesis
- 0 = no relationship
- $\neq 0$  = "not equal to zero" is greater or less (-) than zero (there is a relationship)

## Results

Descriptive analysis was done to find out the students' learning achievement of reading skill and writing skill. The following table was about the result of a descriptive analysis of the two variables.

	N	Minimum	Maximum	Mean	Std. Deviation
Reading	80	11	83	70.91	14.320
Writing	80	12	82	71.20	11.673
Valid N (listwise)	80				

Table 1. Descriptive Statistics

### 1. Reading Skill

Data on reading skill was obtained from the scores of 80 students of English Study Program Politeknik Negeri Jember in Semester 1 and 2 Academic Year

2018/2019 who took Literal Reading and Interpretive Reading Courses. Based on reading skill data that has been processed by using the SPSS 23 for Windows program, a mean score was 70.91, a maximum score was 83, a minimum score was 11, and a standard deviation score was 14.2.

From the mean and standard deviation score, the variable of reading skill score was classified as follows:

No	Reading Skill Criteria	Range of Score	F	Percentage (%)
1	Very Good	>79	10	12.50%
2	Good	70 -79	57	71.25%
3	Fair	60-69	5	6.25%
4	Poor	<60	8	10.00%
Total			80	100.00%

Table 2. Reading Skill Criteria

Based on the Table of Reading Skills Criteria, it can be seen that the majority of English Study Program Students of Semester 1 and 2 Academic Year 2018/2019 had good reading skills. This can be seen from the acquisition of the highest frequency of the score was 71.25% (Good Criteria).

## 2. Writing Skill

Data on writing skill was obtained from the scores of 80 English Study Program Students Politeknik Negeri Jember in Semester 1 and 2 Academic Year 2018/2019 who took Paragraph Writing and Essay Writing Courses. Based on writing skill data that has been process by using the SPSS 23 for Windows program, a mean score was 71.20, a maximum core was 82, a minimum score was 12, and a standard deviation score was 11.7.

From the mean and standard deviation score, the variable of writing skill score was classified as follows:

No	Writing Skill Criteria	Range of Score	F	Percentage (%)
1	Very Good	>79	4	5.00%
2	Good	70 -79	65	81.25%
3	Fair	60-69	5	6.25%
4	Poor	<60	6	7.50%
Total			80	100.00%

Table 3. Writing Skill Criteria

Based on the Table of Writing Skills Criteria, it can be seen that most of the English Study Programs Students of Semester 1 and 2 Academic Year 2018/2019 had

good writing skill. This can be seen from the acquisition of the highest frequency of the score was 81.25% (Good Criteria)

### 3. Correlation Test

Correlation Test was done to measure a relationship between the score of reading skill achievement as x and the score of writing skill achievement as y. Correlation test in this study used the Pearson Product Moment Technique with SPSS 23 for Windows. The result of correlation test was as follows:

		Reading	Writing
Reading	Pearson Correlation	1	.897**
	Sig. (2-tailed)		.000
	N	80	80
Writing	Pearson Correlation	.897**	1
	Sig. (2-tailed)	.000	
	N	80	80

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4. Correlation Test Result

Based on the table above, it can be seen that the value of the Correlation Coefficient (r) or r count was 0.897. This showed that there was a positive relationship between the students' reading skill and their writing skill. The significance test was done by comparing the value of the correlation coefficient with the r table score. If r count was smaller than r table, it meant that H<sub>0</sub> was accepted and H<sub>a</sub> was rejected. But if r count was greater than r table, it meant that H<sub>a</sub> was accepted and H<sub>0</sub> was rejected. In the correlation test, if the value of N was 80 with a significance level of 25%, the r table score would be 0.220. Then, after r count was compared with the r table, it can be seen that the r count score was greater than the r table score (0.897 > 0.220). So, the correlation coefficient of 0.897 was categorized significant.

### Discussion

The result of data analysis, as described above, showed that the reading skill of English Study Program Students of Semester 1 and 2 Academic Year 2018/2019 Politeknik Negeri Jember was categorized good. This can be seen from the table that the acquisition of the highest frequency was 71.25% (good criteria). The result of this study also revealed that students were able to understand the material being studied and interpret and comprehend the facts and information that were stated directly or indirectly in the text. While the result of data analysis of writing skill of English Study Program Students of Semester 1 and 2 Academic Year 2018/2019 Politeknik Negeri Jember was also categorized good. This can be seen from the table that the acquisition of the highest frequency was 81.25% (good criteria). It indicated that the writing skill of the students was quite good because in expressing ideas in the form of writing symbols,

pictures, graphics or writing involving grammatical system or grammar was able to be understood by the readers.

The result of processing the data by using the Pearson Product Moment Technique with SPSS 23 for Windows showed that the Correlation Coefficient ( $r$ ) of the variable of reading skill and writing skill was 0.897. From this value, it can be seen that there was a positive relationship between reading skill and writing skill of English Study Program Students of Semester 1 and 2 Academic Year 2018/2019 Politeknik Negeri Jember. A positive relationship means that the higher the students' reading skill, the better their writing skill, and the lower the students' reading skill, the lower their writing skill.

Furthermore, to provide an interpretation of the strength of correlation between reading skill and writing skill, the guideline for the interpretation of the correlation coefficient was used. By using the interpretation guideline for the correlation coefficient according to Sugiyono (2007), it can be seen that the level of correlation between reading skill and the writing skill of English Study Program Students of Semester 1 and 2 Academic Year 2018/2019 Politeknik Negeri Jember was in the interval range 0.8 – 1. This showed that the level of correlation between the two variables was strong. To find out whether this correlation could be generalized to the population which the sample was taken or not, it was necessary to do a significance test.

Significance test was done by comparing the value of  $r$  count with  $r$  table. If  $r$  count was smaller than  $r$  table,  $H_0$  would be accepted and  $H_a$  would be rejected. But, if  $r$  count was greater than  $r$  table,  $H_a$  would be accepted and  $H_0$  would be rejected. The value of  $r$  table with  $N = 80$  at a significance level of 5% was 0.220. From these two values it can be seen that  $r$  count  $>$   $r$  table. This justified the hypothesis that there was a positive and significant relationship between reading skill and writing skill of English Study Program of Semester 1 and 2 Academic Year 2018/2019 Politeknik Negeri Jember. The significance here meant that the correlation coefficient could be generalized or applied to the population where the sample was taken.

From the result above, it can be concluded that reading skill have a positive relationship with writing skill. This can be explained that the level of reading skill of students affected the level of reading activities. The higher the students' reading skill, the more often their reading activities they did. The more often the reading activity was carried out, the more knowledge they had. The more knowledge they had, the easier it would be to find ideas and develop the ideas. Finally, it would help students became more skilled in writing.

## **Conclusion**

Based on the results of the identification and analysis of learning achievement of reading skill and writing skill of English Study Program of Semester 1 and 2 Academic Year 2018/2019 Politeknik Negeri Jember, it can be concluded that:

1. Students of English Study Program of Semester 1 and 2 Academic Year 2018/2019 Politeknik Negeri Jember had good reading skill because the acquisition of the highest frequency was 71.25% or good criteria.

2. Students of English Study Program of Semester 1 and 2 Academic Year 2018/2019 Politeknik Negeri Jember had good writing skill because the acquisition of the highest frequency was 81.25% or good criteria.
3. Correlation Coefficient (r) or r count of the reading skill and writing skill was 0.897. This showed that there was a positive relationship between students' reading skill and students' writing skill.

From the result of the study above, it can be concluded that reading skill had a positive relationship with writing skill. The level of students' reading skill influenced the level of the students' writing skill. The higher the students' reading skill, the better their writing skill, and the lower their reading skill, the lower their students' writing skill.

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### Appendix 1. The Students' Reading and Writing Score

No.	Reading (X)	Writing (Y)
1	78	74
2	66	60
3	79	79
4	72	74
5	33	24
6	75	74
7	74	76
8	72	73
9	75	73
10	76	75
11	73	75
12	72	74
13	18	30
14	75	75
15	78	81
16	73	73
17	78	75
18	73	77
19	75	72
20	70	73
21	44	53
22	78	82
23	78	74
24	77	73
25	25	53
26	77	78
27	82	78
28	79	75
29	74	77
30	73	77
31	81	77
32	75	75
33	76	75
34	79	76
35	82	78
36	71	73
37	75	75
38	76	78
39	80	75
40	78	74
41	73	74
42	79	76
43	79	73
44	79	74
45	80	73
46	78	75
47	74	76
48	83	78
49	78	74

50	74	76
51	69	74
52	80	77
53	71	70
54	73	74
55	36	72
56	68	65
57	76	75
58	76	71
59	80	80
60	72	71
61	71	67
62	72	72
63	29	39
64	73	74
75	75	74
66	65	68
67	74	75
68	72	70
69	81	81
70	78	76
71	67	62
72	79	73
73	65	72
74	78	75
75	11	12
76	81	78
77	64	71
78	71	71
79	72	72
80	72	73